

PELZER ELEMENTARY

214 Lebby Street
Pelzer, SC 29669

GRADES PK-5 Elementary School

ENROLLMENT 142 Students

PRINCIPAL Dr. Charlotte C. McLeod 864-947-9311

SUPERINTENDENT Dr. W. R. Christopher 864-847-7344

BOARD CHAIR Mr. Fred G. Alexander 864-947-9346

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent

3

Good

43

Average

55

Below Average

2

Unsatisfactory

0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 10 out of 11 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

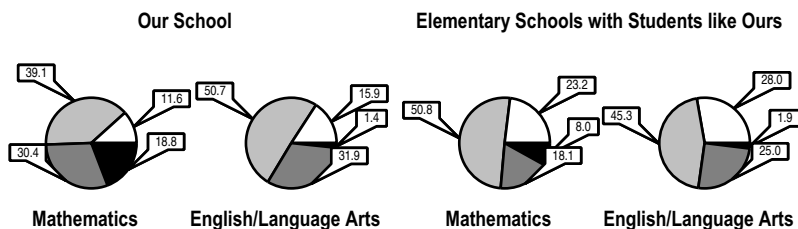
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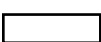
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	11	24	11
Percent satisfied with learning environment	100.0%	58.3%	60.0%
Percent satisfied with social and physical environment	90.9%	58.3%	45.5%
Percent satisfied with home-school relations	54.5%	79.2%	72.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	81	97.5	15.9	50.7	31.9	1.4	33.3	17.6
Gender								
Male	47	95.7	16.2	64.9	16.2	2.7	18.9	17.6
Female	34	100.0	15.6	34.4	50.0	N/A	50.0	17.6
Racial/Ethnic Group								
White	74	97.3	15.6	48.4	34.4	1.6	35.9	17.6
African-American	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	60	100.0	11.3	49.1	37.7	1.9	39.6	17.6
Disabled	21	90.5	31.3	56.3	12.5	N/A	12.5	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	81	97.5	15.9	50.7	31.9	1.4	33.3	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	81	97.5	15.9	50.7	31.9	1.4	33.3	17.6
Socio-Economic Status								
Subsidized meals	46	97.8	21.6	51.4	24.3	2.7	27.0	17.6
Full-pay meals	35	97.1	9.4	50.0	40.6	N/A	40.6	17.6

Mathematics								
All students	81	100.0	11.6	39.1	30.4	18.8	49.3	15.5
Gender								
Male	47	100.0	16.2	43.2	27.0	13.5	40.5	15.5
Female	34	100.0	6.3	34.4	34.4	25.0	59.4	15.5
Racial/Ethnic Group								
White	74	100.0	7.8	40.6	31.3	20.3	51.6	15.5
African-American	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	60	100.0	1.9	39.6	35.8	22.6	58.5	15.5
Disabled	21	100.0	43.8	37.5	12.5	6.3	18.8	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	81	100.0	11.6	39.1	30.4	18.8	49.3	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	81	100.0	11.6	39.1	30.4	18.8	49.3	15.5
Socio-Economic Status								
Subsidized meals	46	100.0	18.9	24.3	37.8	18.9	56.8	15.5
Full-pay meals	35	100.0	3.1	56.3	21.9	18.8	40.6	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	19	N/A	16.7	55.6	27.8	N/A	27.8
	Grade 4	21	N/A	5.0	55.0	35.0	5.0	40.0
	Grade 5	25	N/A	16.7	66.7	16.7	N/A	16.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	31	96.8	7.7	30.8	57.7	3.8	61.5
	Grade 4	22	95.5	25.0	56.3	18.8	N/A	18.8
	Grade 5	28	100.0	18.5	66.7	14.8	N/A	14.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	19	N/A	33.3	50.0	16.7	N/A	16.7
	Grade 4	21	N/A	5.0	35.0	35.0	25.0	60.0
	Grade 5	25	N/A	25.0	58.3	16.7	N/A	16.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	31	100.0	N/A	26.9	38.5	34.6	73.1
	Grade 4	22	100.0	18.8	62.5	12.5	6.3	18.8
	Grade 5	28	100.0	18.5	37.0	33.3	11.1	44.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 142)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.7%	Down from 3.6%	2.6%	2.4%
Attendance rate	95.0%	Up from 94.7%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	14.7%	Up from 8.0%	11.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.7%	Up from 7.2%	8.1%	8.0%
Older than usual for grade	N/A	N/A	1.2%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 12)				
Teachers with advanced degrees	16.7%	No change	46.9%	50.0%
Continuing contract teachers	83.3%	Up from 66.7%	85.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	82.4%	Down from 88.4%	86.8%	86.2%
Teacher attendance rate	96.4%	Down from 96.6%	95.2%	95.3%
Average teacher salary	\$36,063	Up 8.0%	\$39,468	\$39,909
Prof. development days/teacher	14.2 days	Up from 12.5 days	11.8 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio	14.9 to 1	Down from 18.0 to 1	18.9 to 1	18.9 to 1
Prime instructional time	91.0%	Up from 90.5%	89.3%	89.7%
Dollars spent per pupil*	\$7,113	Up 27.0%	\$5,780	\$5,892
Percent spent on teacher salaries*	55.6%	Down from 56.4%	66.6%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.5%	Up from 97.4%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of our staff, parents, and community members is to develop confident, competent, responsible, respectful, and productive life-long learners by providing challenging experiences that motivate students to reach their maximum potential in a diverse, progressive society. Our commitment to this goal is supported by the state and the nation as we are recognized as a SC Flagship School of Promise and a 21st Century Community Learning Center site. The Pelzer Pirates proudly fly eight School Incentive Award flags symbolizing our continued quest for student success.

Pride reached new heights at Pelzer Elementary during the 2002-03 year as we celebrated the following accomplishments:

- We won a 2002-03 SC Arts in Education Grant, entitled Pelzer PRIDE (\$2,400).
- 2 teachers won SC EIA Reading Grants (Tanis Veres, \$6000 and Karen Dean, \$2000).
- 76 students successfully completed the After School Learning Program for Higher Achievement (ALPHA).
- Students earned 7,227 Accelerated Reader points (1,500 points more than in 2002).
- 92% met S.O.A.R. (Simply Outstanding in Accelerated Reader) goals and attended performances throughout the year at the Clemson University Brooks Theatre.
- 53% of students scored Proficient and Advanced in Writing on PACT (Grades 3-5).
- Two students won silver medals in the regional science fair.
- 100% of our students received recognition through the Character Education program.
- In addition to academic assistance and PACT preparatory instruction during the school day, many participated in the STAR (Students Training for Academic Rewards) program before school.
- We used Compass Learning technology and the Voyager Summer Reading and Math Program to chart and excel pupil progress toward greater academic challenges.

We all share in the success and responsibility for helping students navigate individual paths to achievement. Clemson tutors, volunteers, and mentors were all on board to help steer our students to success. We treasure the increased number of Pelzer parents who volunteered and participated in activities throughout the year. We greatly appreciate the support of our community and business partners, as collaboration is an anchor in meeting the diverse needs of our students.

Pride is a sense of personal dignity, a feeling of pleasure because of something achieved. Like the thrust of the wind in a ship's sail, the pride from this year's accomplishments inspires us to continue doing our best to ensure student success. Dr. Charlotte C. McLeod, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.